

Syddansk Universitet

“The worst thing about iMo-Learn is when we do not use it”

Meisner Jørgensen, Christina; Elbæk, Lars

Publication date:
2017

Document version
Publisher's PDF, also known as Version of record

Citation for pulished version (APA):
Meisner Jørgensen, C., & Elbæk, L. (2017). “The worst thing about iMo-Learn is when we do not use it”. Poster session presented at 11th European Conference on Games Based Learning, Graz, Austria.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal ?

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

“The worst thing about iMo-Learn is when we do not use it”

Christina Meisner Jørgensen, Lars Elbæk
Faculty of Health Science, Department of Sports Science and Clinical Biomechanics, University of Southern Denmark



Introduction

iMo-Learn is designed to facilitate Physical Activity (PA) and mediate academic learning through Game-Based Learning (GBL). Research shows that GBL and PA can improve the learning achievements of students.

The aim is to evaluate and analyze how iMo-Learn affects the learning environment of three Danish schools.

*“Tell me and I forget.
Teach me and I remember.
Involve me and I learn.”*

- Benjamin Franklin

Analog active learning

Methodology

- ❖ An Action Research approach with involvement of teachers and students were used.
- ❖ Observations, interviews, and teacher reflections were applied to gain in-depth insight.

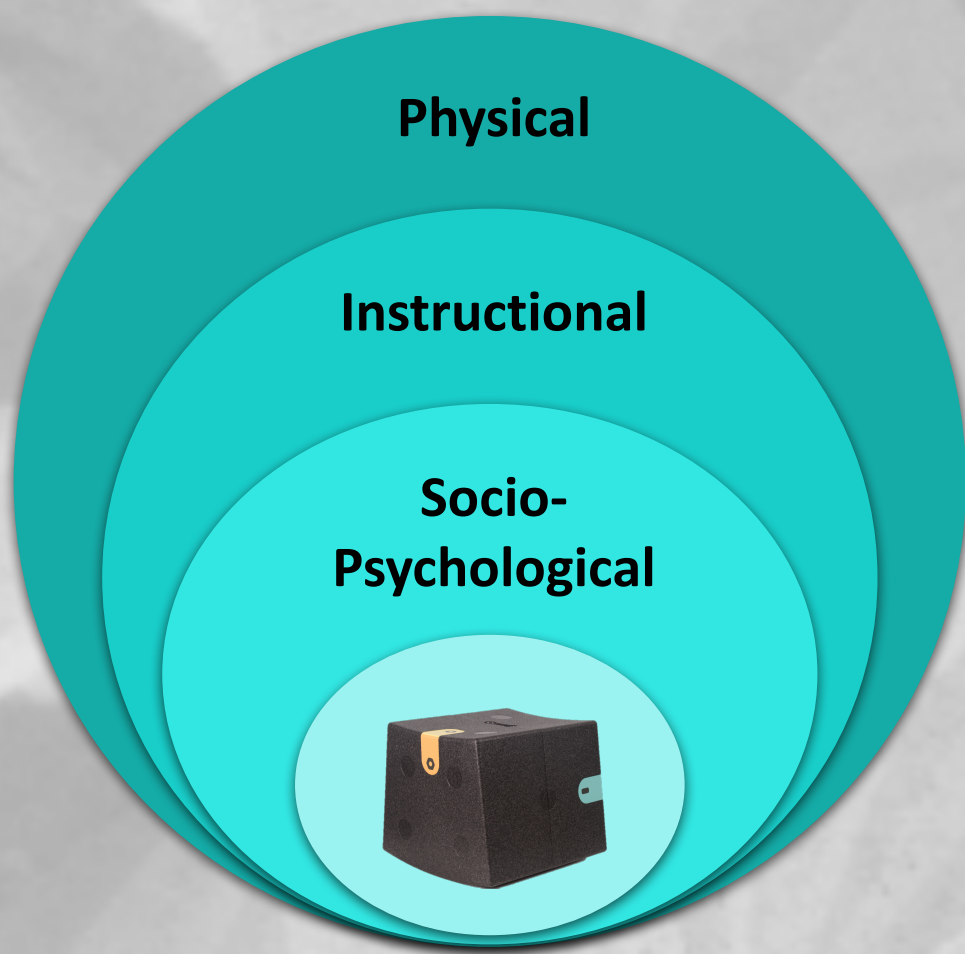
Dynamic Sitting



Digital active learning

Working Model

The working model is a theoretical framework for investigating how iMo-Learn are influencing the learning environment.



iMo-Learn is placed in the **physical environment**, the outer circle, and includes how the classroom is organised. The second circle is the **instructional environment**, which indicates how the teaching is enacted through the teachers' pedagogy. The closest circle to iMo-Learn represents the **socio-psychological environment**, which is how the students experience their learning and being in the classroom.

The working model considers the interests of the teachers, the GBL artifact and a qualitative holistic striving for understanding the learning environment.

Preliminary results

The working model supported in-depth insights in how iMo-Learn affects each level of the learning environment. Findings on the instructional- and socio-psychological environment indicates that iMo-Learns dynamic functionality increases students' motivation for learning. iMo-Learn thereby contributes to promote an engaging and physical active learning environment.

Key point

In a real-life classroom setting, digital learning games which do not work flawlessly are quickly rejected by the teachers. Technical functionality should be thoroughly tested prior to implementation

